DOCUMENT RESUME

ED 058 176 SP 005 509

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TITLE	Behavioral Science Foundation for Elementary Education: Course Content Ordered by Empirically Derived Concerns Sequence of Prospective Teachers.
INSTITUTION	Texas Univ., Austin. Research and Development Center for Teacher Education.
BUREAU NO	BR-5-0249
PUB DATE	Jan 67
GRANT	OEC-6-10-108
NOTE	5p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Content; *Educational Psychology; Education Courses; Education Majors; *Guidelines; *Preservice Education; Student Needs; *Teacher Attitudes

ABSTRACT

A six-stage sequence of teacher concerns is briefly summarized with appropriate related course content indicated for each concern stage. The sequence is based on previous research. A chart includes 1) covert concerns of prospective teachers, 2) developmental tasks associated with each concern, and 3) sample educational psychology course content associated with each concern. The purpose of the chart is to assist educational psychology instructors to choose course content which relates to the needs of education students. (Author/RT)

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ED 058176

January 1967

Ed.P. 332E Course Content Ordered by Empirically Derived Concerns Sequence of Prospective Teachers

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Content analysis of several hundred hours of typescripts of tape recordings of counseling oriented seminars and individual counseling converences with student teachers has turned up a sequence of concerns which student teachers appear to feel from beginning of observation to the end of the student teaching experience. This sequence was replicated in three different prospective teacher groups.

Certain developmental tasks seem to be involved in the resolution of each stage of concern. Content of Educational Psychology 332E was selected which presumably would assist prospective teachers to accomplish the tasks involved at each stage.

When the post student teaching concerns of groups whose Educational Psychology content was so ordered were compared with concerns of other student teachers, the content ordered groups had significantly more frequently covert concerns typical of late stages.

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Because of systematic biases, this difference cannot be attributed to the ordering of content. The variables of instructor, of film feedback and counseling feedback were confounded with treatment so that it is not clear whether the differences are due to instructor, to other kinds of treatment or to the content ordering within the course. However, since this content ordering may be of interest to instructors of Ed.P. 332E, it is presented below for their information.

Obviously, the educational psychology course content is aimed only at <u>supplementing</u> resolution of prospective teachers' concerns. Curriculum and Instruction course content and supervision of school laboratory experiences are the principal contributors to resolution of the concerns and accomplishment of the developmental task.

COVERT CONCERNS OF PROSPECTIVE TEACHERS	DEVELOPMENTAL TASKS ASSOCIATED WITH CONCERNS STAGE	SAMPLE ED.P. COURSE CONTENT	COURSE CONTENT IN OTHER REQUIRED COURSES IN THE TEACHER PREPARATION SEQUENCE
Stage 1-Where do I stand?	Ability to:	Perception, observation, psychological constructs, operational definitions, hypothesis testing; perceptual defenses; communication, impairments in communication.	
Concern with assignment (school, grade level, cooperating teacher, university supervisor) Power structure of the school, Rules of the school. Orientation of the principal. Physical plant; Library Projector, etc.	Explore physical plan freely. Discover school policies. Estimate support from authority. Utilize school resources. Determine limits of professional acceptance.		
Stage 2 - How adequate am I? Subject matter adequacy, class control.	Understand and explain subject matter. Answer pupil questions. Regulate class noise level, learn names of students, make up schedules. Estimate time to finish assignments. Anticipate problems.	Social class, self-concept authoritarianism peer interaction sociometry, conformity, creativity, divergent thinking (At this point during Stage 2 concerns, the individual test interpretation with a counselor was conducted.)	

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Stage 3-Why do they do that? Individual problem students. Strange behavior, especially aggressive, fearful, withdrawn, regressive and masochistic.	Establishing behavior norms. Sensing what is usual, what is strange. Interpreting test scores, clinical writeups, etc. Channeling emotions aroused by class crises.	Child development Interpretation of narrative and projective data. Special education Case studies	
Stage 4-How am I doing? Estimation of student teaching grade. Dependable evaluation.	Evaluate one's own teaching product. Evaluation of children's learning.	Coordination between C&I and Ed. Psych. instructors. Measurement and statistics.	
Stage 5-How are they doing (pupils)? What are their goals? Will the class remember the material? Are they interested?	Understanding meaning of children's communications, questions, productions. Planning-environment, content, etc. Seeking and utilizing feedback.	Intelligence, achievement, cognition motivation, learning, retention, transfer.	

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Stage 6-How does what I am influence them? Self-evaluation. Evaluation of the interaction between teacher and children. (It should be noted that spontaneous covert concern with Stage 6 was extremely rare, and concern with Stage 5 was infrequent.)	Considering the characteristics and learning capacities of the class. Specifying objectives and teaching content. Specifying one's own limitations. Partialing out the teacher's contributions to problems of communication. Accepting the discomfort accompanying innovation. Self-evaluation in terms of student gain. Evaluation of colleagues. Selecting a job.	Synthesis and review	